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Student Magazine

LEGACY

Lindenwood University November 2017 Vol. 1 Issue 2



YOU ARE NOT ALONE

Opening the dialogue about mental health in college

Page 10

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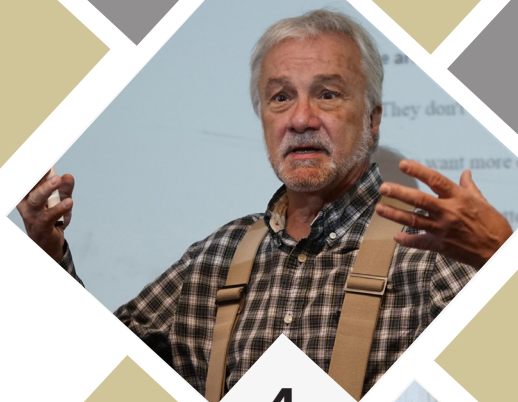
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Cover art by Julius Damenz

Letter *from* the Editor

This magazine marks the end of an era for me. This will be the last Lindenwood printed publication that I will be a part of before I graduate this December. Therefore, I wanted to make my last issue meaningful and special.

On April 19 of this year, I received a phone call, and afterward nothing was the same. My mother told me that my 20-year-old brother had taken his life.

He was a successful game-design student at a university in Finland, but now I will never see him graduate.

I kept asking: Why did this happen? How can I stop this from happening so no other families have to go through the pain my family and many others have gone through after losing a loved one like this?

I started reading about and researching suicide and mental health issues in college, and the statistics and information I found crushed my already broken heart.

I knew I had to write a story. And I decided that my last magazine story at Lindenwood should convey the message that there are people around us every day who struggle with mental health issues and suicidal thoughts. And we should notice it, be open-minded, talk about it and be there for one another.

Every one of us on this campus and in this world is more or less mentally struggling, and it is OK. But we don't think it is OK. We don't accept the fact that it is OK not to be OK and that we could talk about negative feelings and emotions and not just say "I'm good" every time people ask us. This needs to change.

Saying how we truly feel and having an open dialogue about our feelings and struggles can bring us closer as a college community and as human beings.

Writing the story, "Breaking the silence about mental health issues in college," led to much of this issue being dedicated to different stories relating to mental health and practices that can help you balance your body and mind.

In Opinions, reporter Zach Russo wrote about his late diagnosis of Attention Deficit Hyperactivity Disorder. Chief Copy Editor J.T. Buchheit, who has Asperger's syndrome, wrote about autism and the stereotypes conveyed about it in the media. Opinions Editor Kearstin Cantrell discussed the quarter-life crisis brought on by the stress of becoming an adult. In Sports, Walker Van Wey covered the effects of sports psychology on athletes. In Culture, Megan Courtney wrote about music therapy and the power of music in people's lives, and Online Editor Lindsey Fiala wrote about the benefits of meditation.

I hope that you will take the time to read this issue and use the information for your own good and for the good of others, because I wish I could have shown this issue to my brother; it might have helped him through whatever he was struggling with.

And if nothing else, I hope you take one thing out of this: It is OK not to be OK. It is OK to reach out and talk about it. Because we are all struggling with something. Trust me when I say:

You are not alone.

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#useyourroar
fight against suicide



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They make up half of college instructors in the US
They have no health benefits
They juggle jobs to make ends meet

ADJUNCTS

THE WORKING CLASS OF HIGHER EDUCATION

STORY BY **ESSI AUGUSTE VIRTANEN & KYLE RAINEY**

PHOTOGRAPHY BY **MITCHELL KRAUS**

ILLUSTRATION BY **YUKIHO NISHIBAYASHI**

Adjunct professors have become the backbone of the higher education system in the United States — and at Lindenwood.

In 1975, 30 percent of college faculty were adjuncts, and by 2015, the number had increased to 48 percent, according to the National Center for Education Statistics.

In turn, the number of full-time professors in the country has dropped more than 25 percent in the last 50 years.

At Lindenwood, 803 adjunct instructors are teaching this semester in addition to 292 full-time faculty, according to Deb Ayres, the vice president of Human Resources. This means 73 percent of faculty at Lindenwood are adjuncts.

As part-time positions appear to be replacing more full-time positions, many who want to build careers in the classroom are forced to work two or more adjunct positions, or to find other forms of employment elsewhere.

Sciences adjunct professor Yvonne Cole teaches at two other universities in addition to Lindenwood. As a retired high school teacher, she said she teaches simply because she wants to, not because she needs the income.

“I’m an adjunct because I want to be, but this is not my sole source of income,” Cole said. “The frustration I see among some of the

younger adjuncts is you have people who have the qualifications to be full-time with Ph.Ds, yet they’re not being hired.”

She said she has no complaints about working at Lindenwood, but acknowledges it can be inconvenient.

“It’s fine; the only thing that can happen sometimes is if you get displaced from a class because a full-time person wants it, that’s the nature of being an adjunct,” Cole said. “As an adjunct, you are by definition a part-time person.”

Adjunct professors are part-time faculty members who can teach generally two to three classes per semester, said Stephanie Afful, associate professor in psychology and the president of Faculty Council.

Across the country, adjunct professors have begun demanding more from universities because they say their compensation is unfair.

Kim William Gordon, a former communications adjunct professor, stopped teaching at Lindenwood in late October. Before leaving, he said he was not planning to come back next semester because of unfair working conditions.

“I have some very humanitarian interests in being in a classroom,” he said. “I’m also here because I need to pay bills; I need to eat.”

Afful said the problem is a system problem and goes beyond Lindenwood.

“I don’t think adjuncts are upset with Lindenwood,” Afful said. “I



think they're upset with the system. I mean I don't think we are doing anything per se to disadvantage. It's just about competition and kind of the market out there."

Afful has worked as an adjunct at four local universities and said she understands the systematic disadvantage of being part-time.

"You're doing the same amount of work for significantly less pay, and the biggest issue is that there are no benefits," she said. "So we rely on our adjuncts for a lot of our courses, as do almost all universities because it costs less. It is an economic decision."

CONTRACTS AND PAY

Debra Leigh Scott has been working on a documentary focusing on the treatment of adjunct instructors called "Junct: The Trashing of Higher Ed. in America."

She taught as an adjunct instructor on and off for 20 years in the Philadelphia area, but quit this past summer because teaching circumstances weren't getting any better.

"What I've found is that any university, no matter how wealthy it is, will pay as little to its adjuncts as it can get away with," she said.

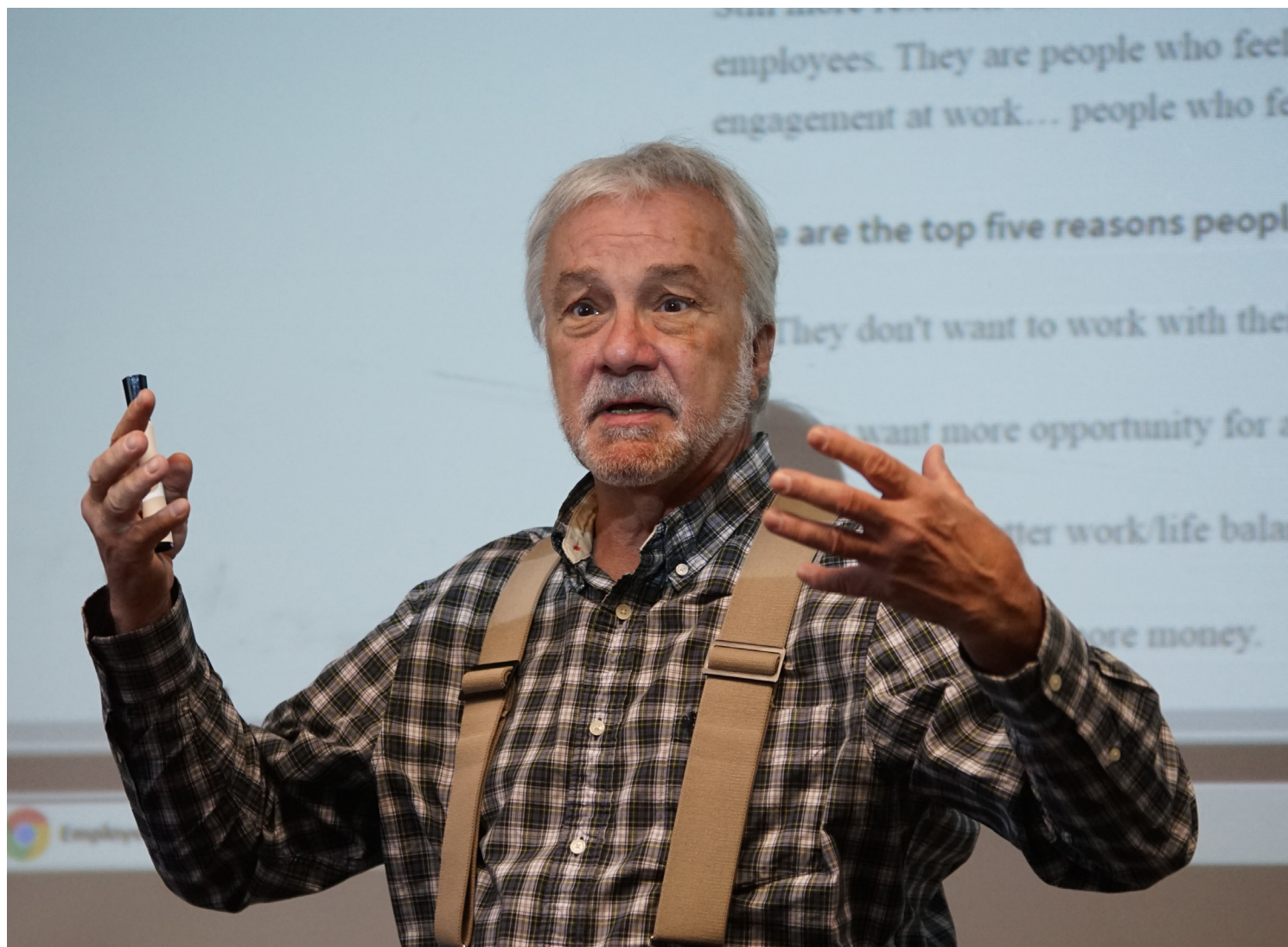
"I don't think that wealth [of the university] translates always into better pay for the contingent faculty, which is always [the] majority [of] faculty."

Ayres said that adjunct pay at Lindenwood comes down to four factors: time spent at the university, academic credentials of instructors, course level and the subject matter being taught.

Gordon taught at Lindenwood for about seven years. According to a contract for a single spring 2016 class, he was paid \$2,600 for about 12 weeks of work. The contract also states he couldn't work more than 28 hours per week. Working the maximum allowed number of hours per week equates to making about \$7.70 per hour, the minimum wage in the state of Missouri.

Additionally, Gordon's contract states that if fewer than seven students enroll in his class, then he will receive one-seventh of the full pay per student.

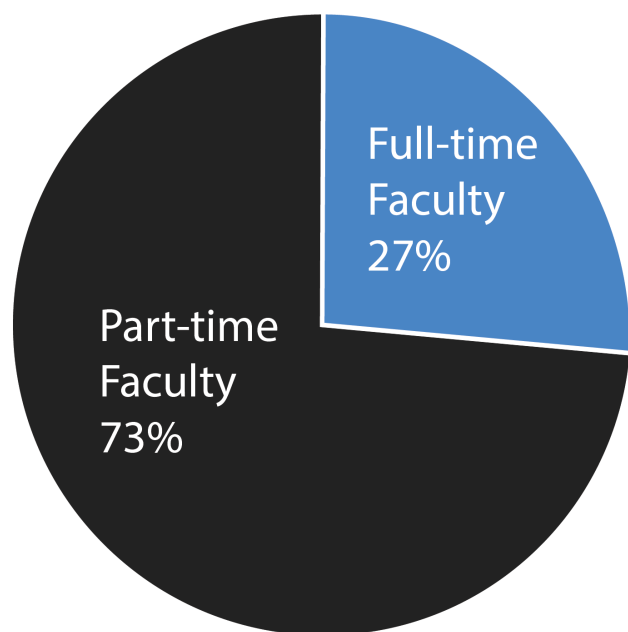
At the time of his interview, Gordon said he had two contracts,



Former communications adjunct professor Kim William Gordon taught semiprofessional ethics class on Tuesdays and Thursdays in the fall 2017 semester at Lindenwood. He taught at Lindenwood for about seven years but stopped teaching in late October 2017.



THE RATIO OF FULL-TIME TO PART-TIME FACULTY AT LINDENWOOD IN 2017



SOURCE: **DEB AYRES**

tracts, one per class he was teaching.

"They both state that same number of hours, in which case when you add the two together, I'm well over full-time," he said.

Afful said the Faculty Council conducted research that compared Lindenwood to other colleges, and of those who responded to the survey, Lindenwood pays higher. Afful could not provide the specifics of the research.

"We can say on the record we pay competitively, and in some studies we actually pay more than some of the other competitors," Afful said.

She said adjuncts should be paid more but the university needs to be realistic about its budget.

Afful said in an email that adjuncts receive their official contracts two weeks before the term but "that it may differ based on the school. Some schools issue more in advance."

Adjunct professors Gary Corbin and Rebecca Williams teach in the school of sciences at Lindenwood. They both said they are content teaching at Lindenwood, but the time they receive their contracts varies greatly. Corbin said he has gotten his contract on the first day of classes on a few occasions.

Afful said, "It is unfortunate when we have to let an adjunct know last minute that a class didn't make [it], but that's not because of ill intent or disrespect; it's because the students enroll late."

UNIONIZING

In recent years, some adjunct instructors have begun turning to unions in search of better working conditions.

Efforts to unionize were attempted at Lindenwood around 2014. Instructors were eventually met with a series of documents from

university officials urging teachers to stay away from unions. They warned of union fees, poor representation and potential pay cuts.

In 2016, adjunct instructors at Washington University unionized, and their agreement with the school promised things like a \$250 cancellation fee if a course is dropped within seven days of a scheduled class.

However, things like health care and tuition benefits remained unchanged, and now all adjuncts at the university must either pay dues in the amount of 2.5 percent of their pay, pay non-member fees or make donations in the same amount to a scholarship fund.

Afful, who was an adjunct at Washington University at the time, said it worked for the university but was not easy.

"In some cases people were actually paid less after they unionized," she said. "Because now their pay scale is regulated in a way that it wasn't before, so sometimes that can be a disadvantage."

While working on her documentary, Scott has come to the conclusion that current unions aren't the solution.

"You can't handle a national problem by having a piecemeal kind of unionization at one university at a time, because it's taking decades to unionize," Scott said.

VALUING PART-TIME FACULTY

Ayres said in an email that two human resources employees are dedicated to work with adjuncts to improve their work conditions.

She also said the university used feedback from adjuncts to help decide the four major factors that determine adjunct professors' pay at Lindenwood.

"As a result, compensation for adjunct instructors was restructured to reflect that criteria," Ayres said.

Afful said adjuncts at Lindenwood also get two free meals a week to help compensate them for their work.

Additionally, reserved free parking and designated office spaces in the Library and Academic Resources Center have been added because of adjunct requests.

This was done to secure parking and "a quiet place to plan, grade or meet with students for advisement."

Corbin shares an office with several adjuncts in Young Hall. He said students don't come by often during office hours.

"We have office hours and truthfully, in my case, ... I've had one, two, three students come by for help all term," he said. "In most cases we have space for that."

Cole said teaching at college has given her freedom in the classroom and that she's OK with the shared office space and commutes between schools associated with adjuncting.

"When you sign on, you are signing on for that," she said. "But because you're finding so many of the people who are adjuncts would like to be full-time so they can support their families, it is very frustrating for them."

Afful said Lindenwood is always looking for more ways to support adjuncts.

"If there [are] non-monetary ways that we can help and support adjuncts, we want to know that," she said. "We don't have money to dispose, but if there are other ways that we can help support adjuncts, we want to do that." ♦



BEST BUDDIES GROUP STRIVES FOR INCLUSION OF PEOPLE WITH **ALL ABILITIES**

STORY BY **MEGAN COURTNEY**ILLUSTRATION BY **YUKIHO NISHIBAYASHI**

Focusing on a person's abilities rather than disabilities is the core belief of an organization forming on campus.

Best Buddies' mission is to improve the lives of people with intellectual and developmental disabilities "through one-to-one friendships."

The nonprofit organization matches "buddies" with college students. Its goal is to have offices in all 50 states by 2020.

"We are trying to break down walls and barriers between people who have disabilities," said Rachel Bradshaw, a program manager at Best Buddies. "We want to live in a world that is inclusive."

The organization has chapters in 54 countries and offices in 27 states, Bradshaw said.

The Lindenwood chapter of Best Buddies is partnering with St. Louis Life, a residential facility that has 16 one-bedroom apartments with another building that has a dining area, theater, library and more.

Inga Mockapetris, the activities coordinator at St. Louis Life, said the residents are required to volunteer or work 20 hours per week.

Mockapetris' job is to find a "happy balance between physical and recreational activities." That's where the students at Lindenwood, like Amy Shapiro, president of the campus chapter, come in.

The advisers of the campus chapter are Kelly Hantak, program chair of early childhood education, and Jeremy Keye, coordi-

nator of student support and accessibility at the Student and Academic Support Services office in the Library and Academic Resources Center.

They currently have six of the required eight members needed to be recognized officially as an organization on campus by the Lindenwood Student Government, and are working to recruit the other two.

Within the chapter, Shapiro, Hantak and Keye will be planning events for the "buddies" like Lindenwood sporting events, bowling, attending movies and going out to eat.

"We include them as if they're our friends and treat them as they deserve to be treated," Shapiro said.

Providing the buddies with the experience of having fun on campus is one of Shapiro's goals. She also wants to make sure that everyone is included in the activities, meaning both people with or without disabilities.

Bradshaw also said club members gain a better understanding of living with a disability, and Mockapetris agreed.

"Both students and buddies can learn and lead from each other," she said. "The focus is on 'abilities rather than disabilities.'"

The organization coming to campus was student-driven, Hantak said. Students came to her with the idea of bringing Best Buddies to campus.

Hantak said they have commitment from the Student and Academic Support Services office for support.

"It's going to be something that people want to connect to and be a part of," Keye said. "It may get to a point where we have more students than they have buddies."

Students who want to have buddies must maintain contact with them once a week and have a monthly meeting or outing, Hantak said.

Even if a person can't commit to having a buddy, Hantak said students are encouraged to come join them at events.

Another option is an associate membership, which requires a student to attend as many group and chapter meetings as possible, but they don't have to commit to a one-to-one friendship with a buddy.

The next steps for the organization are to get a constitution together to present to the LSG and raise the \$350 needed for chapter fees.

Even though it's not officially recognized on campus yet, the group has already done a few events with the residents from St. Louis Life, like attending a Lindenwood soccer game and having ice cream at Dairy Queen.

Hantak said the main priority is to have an environment that includes everyone and that the buddies are going to be able to go out with students and have a great time.

"They do the same things that you do; they just do it a little differently," Hantak said.

For more information on Best Buddies, contact Hantak at KHantak@lindenwood.edu or Keye at JKeye@lindenwood.edu. ♦

HELPING HANDS

Members of Lindenwood's community have been actively responding to natural disasters on an international scale this fall

STORY BY **KYLE RAINEY**

PHOTOGRAPHY FROM **TAMARA DEINES & LINDENWOOD ATHLETICS COMMUNICATIONS**



Lindenwood freshman wrestler Austin Stofer helps lift boxes of donated clothing into a pickup truck in early September to be sent to Houston for the victims of Hurricane Harvey. Photo from **Lindenwood Athletics Communications**

Financial aid counselor Tamara Deines has been crafting care packages and trying to get the word out about the people she saw during her final days on the U.S. Virgin Island of St. Thomas.

She was vacationing there when Hurricane Irma's 185-mph winds left the island virtually powerless with food and water in short supply.

"The aftereffects of this were more than I ever could have comprehended," Deines said. "One day you're in paradise, and the next day it looks like you're in a war."

Five days later, a friend managed to get her and her boyfriend on a private boat off the island. As they were being picked up, a desperate mother tried to put her child on board.

Deines remembers the woman saying, "You need to take my kids. I have no food, I have nothing. We can't stay here." She said the captain apologized as he lowered the child off the boat.

The image of the desperate mother has stayed with Deines, and she's been using tools like Facebook to spread awareness.

Her desire to help was compounded a few days after she left when the islands were hit again by Hurricane Maria, another Category 5 storm.

Deines has been able to get some Lindenwood faculty, members of her mother's church and some local businesses to donate.

"It's not their fault; that's why we've got to help," she said.

REACHING OUT

Deines is just one of many members of the Lindenwood community who have been moved to help bring aid and awareness to people in need this fall.

Associate Vice President of Global Education Ryan Guffey said he reaches out to international students after disasters like hurricanes hit their home countries, and he helps students organize events like fundraisers.

"I don't think I've heard one proposal that we didn't support, because they've all been very good and very sincere," Guffey said.

When earthquakes caused Mexico to declare a state of emergency in September, Guffey helped students organize relief efforts.

Over the course of the month, a series of earthquakes in southern Mexico left more than 400 dead and many others trapped under rubble. According to a Sept. 24 CNN article, the 8.1, 7.1 and 6.1 magnitude earthquakes and their aftershocks initially left millions without power.

Lindenwood senior Jazmin Lopez was FaceTiming with her parents who live in the Mexican coastal state of Tabasco when the first earthquake hit.

None of her friends or family were hurt, but she said it was hard being far away from home and uncertain whether there would be another earthquake.

“It was a couple of scary days to go to bed and have in mind that that is going on, that you cannot do anything, and that you can only wait,” Lopez said.

After a second earthquake struck Mexico on Sept. 19, Lopez and seven other Mexican students decided to help.

The students teamed up with Guffey and Pedestal Foods Catering Director Nancy Tinker to organize a Facebook donation page and a “Taco Tuesday” fundraiser in Evans Commons. They raised about \$250 and donated it to UNICEF.

“We helped because obviously help was needed,” Lopez said. “So we came up with this idea just wanting to help and feel closer to our country.”

She said it was rewarding to hear about UNICEF workers preparing meals for kids who were directly affected by the earthquakes.

GRASSROOTS GIVING

Before a series of earthquakes, hurricanes and wildfires hit the Americas, Hurricane Harvey flooded major parts of Houston, Texas.

In its aftermath, University of Houston basketball head coach Kelvin Sampson asked universities, including Lindenwood, and his Twitter followers for clothing and shoes.

Lindenwood Associate Athletics Director Betsy Feutz, who helped organize the drive on campus, said all Lindenwood needed to do was get the supplies to Texas, and the basketball coach there would do the rest.

“My office was piled from the top to the bottom as far as the coaches just bringing [donations] in,” Feutz said. “Because when we switched from Adidas to Under Armour, there’s a lot of clothing that we can’t wear, so anything that they had, they just brought in.”

She said students helped load between 20 and 30 boxes of Linden-

wood apparel, T-shirts and bags into a pickup truck, and the campus mailroom shipped the boxes to Houston.

“We’re using our stage to be able to help others,” Feutz said. “It’s not just what we’re doing here, and it’s not just athletics, but it’s what we can do to help our community, help our country and eventually help our world.”

In mid-October, Sampson posted on twitter that he received a total of 1,000 boxes containing 200,000 shirts and 50,000 pairs of shoes in Houston.

Feutz said it only takes one person to say, “Hey this is where we can help, this is where we can make a difference.”

She said she and other staff and coaches will rally behind anyone who gets behind a cause.

The university will continue to host fundraisers, including a recent toiletries drive for Puerto Rico and things like the breast cancer awareness volleyball match played in October, Feutz said.

Natural disaster relief hasn’t been the only cause students have rallied behind this fall. Last month the College Republicans club hosted a care package drive for U.S. soldiers stationed in Qatar.

According to an event flyer, students were asked to donate everything from NERF footballs to letters.

Earlier this month, Kids Against Hunger St. Peters hosted a food packing event where they worked to raise a planned 250,000 meals and to raise 75,000 dollars, according to the group’s website.

As for giving back, Guffey and Feutz both recommend students speak out about causes they support.

“I know we can’t be everything to everybody, but to me if somebody’s passionate about something and wants to get something done, all they’ve got to do is shine some light on it,” Feutz said. “I think you’re going to find you’ve got people who’ll rally behind them and find a way to get it done.” ♦



Many structures, like the one pictured above on the U.S. Virgin Island St. Thomas, were damaged by a series of hurricanes in September. Many communities in the Caribbean relied on government food rations, and are still without power. Tamara Deines was on St. Thomas when Hurricane Irma hit and said the community came together to help each other in the storm’s aftermath. Photo from **Tamara Deines**

“

“I’M TERRIFIED KNOWING
THAT THERE ARE PEOPLE OUT
THERE, THERE ARE PEOPLE
AROUND ME EVERY DAY WHO
MIGHT BE FEELING THE SAME
WAY I FELT. I DON’T WANT ANY-
ONE TO FEEL THAT WAY.”

- Megan Wiegert



BREAKING THE **SILENCE** ABOUT MENTAL HEALTH ISSUES IN COLLEGE

STORY BY **ESSI AUGUSTE VIRTANEN**PHOTO ILLUSTRATIONS BY **JULIUS DAMENZ**ILLUSTRATIONS BY **YUKIHO NISHIBAYASHI**

Listen at
LINDENLINK.com

For theater student Megan Wiegert, one day in September 2016 was when everything broke down and everything could have ended.

At first, she wasn't planning to end her life. She had no note. She had no plan. She was just there, sitting in her car at the J. Scheidegger Center parking lot, thinking about it. She did not want to die, but she was tired of existing. She was tired of feeling worthless. Tired of not caring. Tired of feeling the world would be a better place without her.

She texted her friend in Los Angeles hoping she would talk her out of it. That friend in turn called Wiegert's roommate on campus who came to help her.

Without those two friends, she might not be here today.

"I'm terrified knowing that there are people out there, there are people around me every day who might be feeling the same way I felt," Wiegert said. "I don't want anyone to feel that way."

More than half of college students have had thoughts about suicide, and one in 10 students seriously considers attempting it, according to activeminds.org, a nonprofit organization dedicated to raising mental health awareness among college students.

"This is very common," said Linda Fehrmann, president of the eastern Missouri chapter of the American Foundation for Suicide Prevention. "There's many, many students experiencing the same thing. You're not alone. And you can reach out, and you can get help."

More than 75 percent of all mental health conditions begin before the age of 24, according to the National Alliance on Mental Illness, which makes college a critical time.

The Association for University and College Counseling Center Directors Annual Survey 2015 stated anxiety (50.6 percent), depression (41.2 percent), relationship concerns (34.4 percent) and suicidal ideation (20.5 percent) are the most common mental health concerns among college students.

Lindenwood's Dean of Students Shane Williamson is in charge of the campus Wellness Center. She said depression, anxiety and eating disorders are the three most common reasons students seek counseling services on campus.

Wiegert said she has struggled with anxiety and depression pretty much her whole life. She said that anyone can be susceptible to mental struggles, sometimes because of genetics.

"I had a very normal, happy childhood," she said. "And I think that's one of the things that gets most frustrating for me because I shouldn't be someone who is depressed."

As the statistics about the issues skyrocket, so does the weight of stigma surrounding the lack of conversation and negative preconceptions of mental health issues.

Wiegert said people are facilitating the mental illness epidemic in this country by creating an atmosphere in which it is easier to fall victim to it by allowing the stigma around it to go on.

THE PRESSURE IN COLLEGE

More than 80 percent of college students felt overwhelmed by all they had to do in the past year, and 45 percent have felt things were hopeless, according to activeminds.org.

Lindenwood clinical psychology professor Christopher Scribner



said the process of going to college is stressful because students leave their support systems behind often for the first time. Additionally, the pressure of academic success, finances as well as social pressure weighs into it.

"You are faced with 'How can I make new friends? Are people going to like me? Who am I going to fit in with?'" he said. "And that can be challenging to a lot of people."



Both Williamson and Scribner said three simple things can help with the pressure: exercise, diet and sleep.

Research on exercise shows that it can help improve mood, boost self-esteem, improve sleep and reduce anxiety and depression.

When exercising, natural brain chemicals called endorphins are released, which bring up a sense of well-being.

Scribner said falling into a pattern of not eating healthy in college can happen quite easily, which can have a negative impact similar to lack of sleep.

"Unfortunately, a lot of college students don't get enough sleep, and that can take a toll on the person in a number of ways; it can obviously have physical effects," he said. "If you're sleep-deprived, you become more vulnerable to getting sick."

According to 2014 research from the U.S. National Library of Medicine, "Daytime sleepiness, sleep deprivation and irregular sleep schedules are highly prevalent among college students, as 50 percent report daytime sleepiness, and 70 percent attain insufficient sleep."

The consequences of this include increased risk of academic failure and impaired mood.

THE EFFECTS OF SOCIAL MEDIA

Scribner said social media is "a mixed blessing."

"There are some good things about it," he said. "It's a way that people can maintain connection to their friends. It's a really efficient way to communicate. It's a really efficient way to make gatherings happen."

He said smartphones also play a part in affecting sleeping patterns.

"It can have a way of intruding [on] things like doing schoolwork," he said. "Occasionally, it can become a distraction for people. And if your social ties to other people occur mainly on social media or even exclusively through social media, that is usually seen as a not good thing."

According to an article from The Atlantic, "Have Smartphones Destroyed a Generation?" the invention of smartphones has led to a massive change in teenagers' lives, including social interactions and mental health. And it is not seen positively.

Jean Twenge wrote in the article, "Teens spend more time on smartphones and less time on in-person social interactions, loneliness is more common. So is depression. Once again, the effect of screen

activities is unmistakable: The more time teens spend looking at screens, the more likely they are to report symptoms of depression."

Deloitte Global mobile consumer survey 2016 shows an increasing trend: Across all age groups, people in the U.S. checked their phones 46 times per day in 2015, an increase of 13 looks from the previous year. With 18- to 24-year-olds specifically, the number is almost double with 82 times per day in 2015.

SHE'S JUST SEEKING ATTENTION

It has been over a year since Wiegert's darkest moment in her life, and it still makes her emotional thinking of how she felt at the time.

"I was feeling scared," she said. "I was feeling like no one's ever going to pay attention to how much I'm hurting to take me seriously. That everyone thinks that I'm just being dramatic."

Wiegert said a big part of the stigma surrounding expression of negative feelings and troubled mental state is the perception that the person is simply seeking attention.

"Never ever ever ever make the assumption that somebody who says they're depressed is faking it," she said. "Because why on earth would you want to run that risk?"

Scribner said this "seeking attention" stigma has always troubled him.

"If someone is struggling with depression, and if that person is in some need of more social support, then yes, they do want attention," he said. "They need attention. I wish that didn't have to be seen as a source of shame for the person."

Wiegert agreed.

"We all want attention," she said. "We all want that confirmation that somebody gives a darn about us. We all want that. We all want attention."

Natalie Turner-Jones, a theater adjunct professor and ordained Buddhist minister, said this kind of judgment comes from discomfort.

"We judge others or we push them away or we make up stories about them, what they're going through because something in their discomfort triggers ours," she said. "So it's never someone else's fault; it's not even our fault. It's just how we work. It's just how we are. It's human nature."

OPENING THE DIALOGUE

Fehrmann, from the American Foundation for Suicide Prevention, said having an honest, direct conversation is the key to reducing stigma surrounding the conversation about mental health issues. This also applies to suicide. She said there is a myth that one should not ask people directly whether they have suicidal thoughts.

Scribner said opening conversation like that gives a platform to talk about those thoughts and come up with a different resolution.

"One of the best things you can do is to listen to a person," he said. "To be open and willing to hear what they have to say, what their concerns are without judging them."

Wiegert is a clinical psychology minor alongside her acting major and said she has faced a lot of people saying "I don't know what to say" when she's having a hard time. She pointed out that even saying that is better than saying nothing. It can be saying something as sim-

ple as “Can I do anything to help?”

“Sometimes they say no, but that doesn’t mean that it doesn’t help to ask,” Wiegert said.

And sometimes just being present is enough, Scribner said.

“Sometimes just being with the person in their pain is a very powerful statement,” Scribner said. “You don’t have to have magic words, just being with the person, so they aren’t alone in their pain. Very powerful.”

Wiegert said the good thing to understand is that mental health issues cannot just be magically fixed, but are something that people will have to learn to cope with, but they can still live happy lives. She is still in therapy and on medication for her anxiety and depression, but even that does not take away her darker moments.

“I still struggle a lot, but now, because of the help that I’ve had, I can usually see it coming,” she said. “And if I can’t, I can at least handle it when it’s here. And I don’t panic as much when I do start to experience a depressive episode because I know that it’s going to pass.”

Williamson said another important form of dialogue is counseling. She said counseling is a key to find mechanisms to take control of the mental health issues one is having.

“That’s the benefits and the power of therapy,” she said.

Lindenwood’s Student Counseling & Health Center offers free counseling to students with an unlimited number of sessions, which is something many schools can’t offer.

Williamson said people need to see that it is OK to get help and support from the center.

“It is OK if you’re having mental health issues,” she said. “It is OK if you know someone who needs help. It is OK to ask for help.”

Wiegert said mechanisms she uses when a wave of depression hits her are meditation, coloring books, music and reading.

“Let your body tell you what it needs,” she said. “It will tell you. If you make your mind quiet for just a second, it will tell you what it needs. And I honestly, I wish I had known that sooner, but it took a while, first, for me to learn that it was even an option and, second, to actually understand how to do it.”

Wiegert said it is not a single thing but the cohesive combination of therapy, medication and individual coping mechanisms that will help the most.

“Not one thing is going to fix all of your problems,” she said. “It’s about what you need in the moment.”

Turner-Jones said creating an inner dialogue between one’s body and mind is essential besides medication and therapy, especially in moments when there is nobody around to talk to.

“To understand how the two function together, that could be the difference between a lifelong problem and a recovery from a lifelong problem,” she said.

Scribner said once a person has gone through psychological struggles, their understanding and “sensitivity to suffering” will be enhanced if someone approaches them.

“They’re kind of uniquely positioned to be able to really get what’s happening with this person and to be empathetic toward them and to be sensitive to what’s going on,” he said. “So that’s like the little silver lining that can come out of misery and suffering sometimes.”

NEED TO TALK TO SOMEONE PROFESSIONAL?

- Call Lindenwood Counseling Center at 636-949-4525.
- The counseling is completely confidential and free for students, offering unlimited counseling sessions depending on students’ needs.
- Once you call, they will ask a few questions to determine the level of urgency for counseling. Based on the level of need, you will go in and fill out an intake form at the center on the third floor of Evans Commons, which helps them to find the right staff member for you to talk to.
- Besides the counseling professionals and interns, athletes can seek the assistance of the director of student athlete mental health, and a chaplain is also available for students who are in need of more spiritual support.
- Support groups are also offered to people with certain struggles, such as drug and alcohol and academic achievement groups.



Lindenwood Counseling Center
636-949-4525



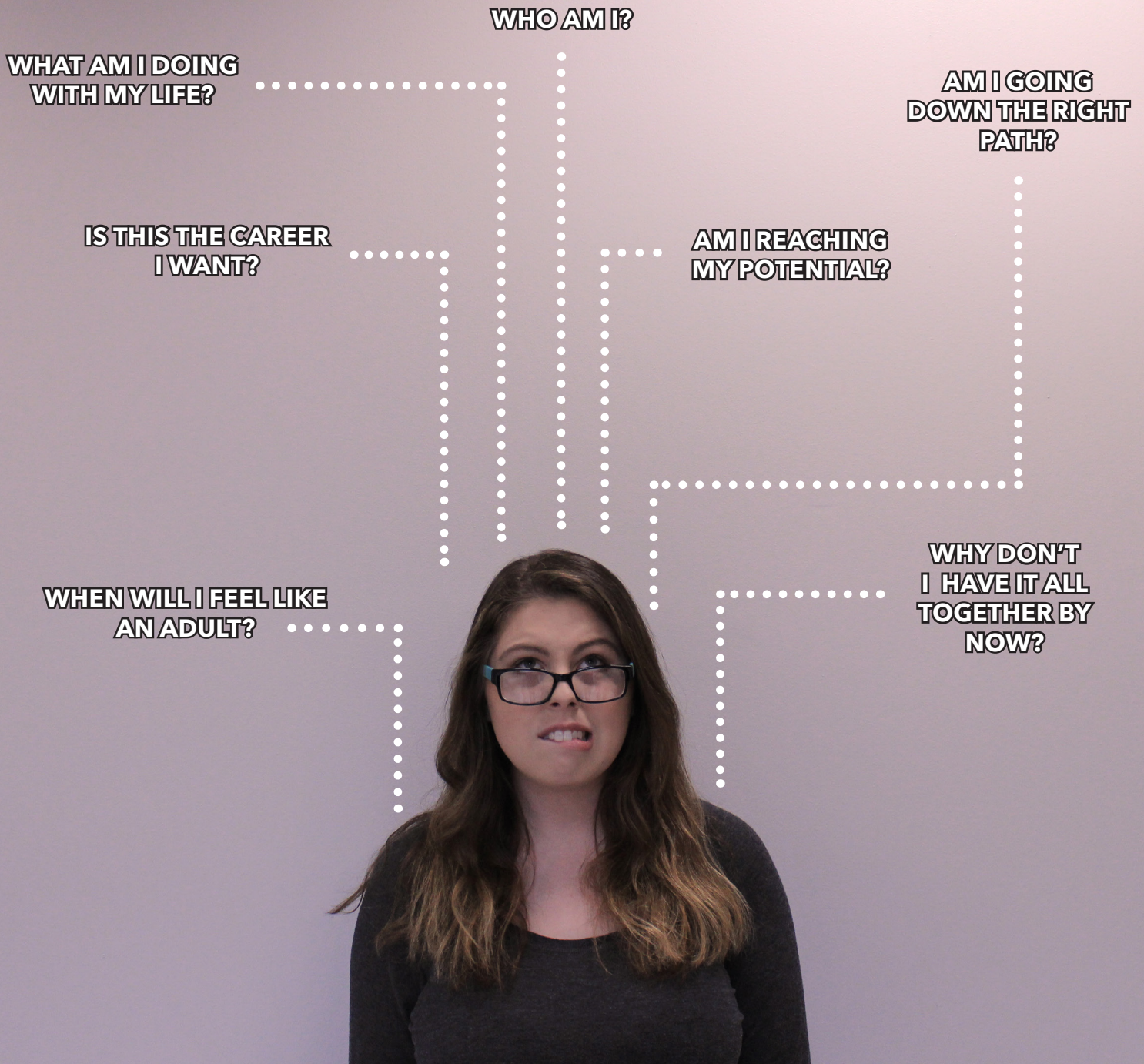


THE QUARTER-LIFE CRISIS: NOT IF, BUT WHEN?

STORY BY **KEARSTIN CANTRELL**

PHOTO ILLUSTRATION BY **LINDSEY FIALA & KAT OWENS**

ILLUSTRATION BY **KAT OWENS**



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We've all heard the story of the middle-aged man who suddenly decides he needs a new top-dollar red convertible, a drastic physical appearance change and a girlfriend half his age.

The lesser-known story is the one of the college senior who wants to fall apart in the face of graduation, internship choices and the transition into full-blown adulthood.

This state of being is a quarter-life crisis.

I know a quarter-life crisis sounds like something I just made up to scare you, but unfortunately, it's a real and prevalent issue among young adults.

According to the Collins English Dictionary, a quarter-life crisis can be defined as "a crisis that may be experienced in one's 20s, involving the direction and quality of one's life."

Wikipedia says that a quarter-life crisis can be triggered by the stress of becoming an adult and cause doubt about one's abilities.

Allgroanup.com explains the quarter-life crisis as seeing a couple different life options in front of you: "A life of comfort and a life of risk. And you're not sure you have the right car or directions to go down either one."

The quarter-life crisis can be identified by a few things, such as, feelings of loneliness, fear or confusion. It may include feelings of misguided purpose, confused identity or even hopelessness in the transition to adulthood.

If your quarter-life crisis is anything like mine was, you might experience some high anxiety or bouts of depression.

The Independent paints the quarter-life crisis in a less serious manner. It lists one symptom of the quarter-life crisis as being "You're starting to question what your purpose in life is. Why did you put me on this Earth, God? What is the point of my existence? (In a less morbid way than it sounds.)"

However, the quarter-life crisis can be fairly serious and shouldn't be taken lightly. If you haven't had one, I hate to be the bearer of bad news, but you probably will.

The question is less of if you'll have a quarter-life crisis, and more of when you'll have one.

According to The Guardian, 86 percent of millennials go through a quarter-life crisis.

The Harvard Business review says that although the midlife crisis is more well known, the quarter-life crisis is "emotionally the worst time of your life."

It reports that this is the case because people in their 20s tend to have an exponentially greater number of negative thoughts and feelings, as well as mind wanderings, both of which can be incredibly destructive to a person's well-being.

It showed that positive thoughts and feelings nearly bottomed out during the late 20s of study participants. The participants' satisfaction with life followed a similar pattern.

Quarter-life crises have become so prevalent that psychologists have started investing more time and effort into learning their causes and patterns.

Oliver Robinson at the University of Greenwich was able to break the quarter-life crisis down into five phases.

During phase one you might feel like you're living on autopilot and feel trapped by the decisions you've made up to this point.

'It's OK not to be OK'

Phase two comes with a sense of the need for change and the belief that change is possible.

Phase three is the point where you make the change. Quit the job. Break up with what's-his-face. Take the leap. This is the point where you take the time to rediscover yourself.

In phase four, you slowly but surely rebuild your life from the ground up. Then comes phase five. At this phase you "develop new commitments that are more in line with your interests and aspirations."

All of that's important, but here's what you really need to know about the quarter-life crisis.

It's OK to have one.

You don't have to hide it.

It's normal, and you're not alone.

You'll come out on the other side mentally stronger than you ever could have imagined.

It might take some seriously extensive soul-searching, but you are more than capable of getting through it.

If you need help getting through it, reach out. Whether you need to talk to a friend, a parent or a counselor, talk about it.

Whatever you do, don't ignore it. Take it head on.

Allow yourself to grow through the time of challenge.

Just remember that it's OK. You're OK. Your life is OK. Your life decisions are OK.

And sometimes, it's OK not to be OK. ◆

PHASES OF QUARTER LIFE CRISIS

PHASE ONE

Recognize and admit to the feelings of uneasiness with life.

PHASE TWO

Remember change is possible.

PHASE THREE

Take the leap; take time to rediscover yourself.

PHASE FOUR

Rebuild your life from the ground up.

PHASE FIVE

Develop new life goals more in line with your interests.

SOURCE: **OLIVER ROBINSON**



MEDIA'S NEW MINORITY: REPRESENTATION OF AUTISM IN TV SHOWS NEEDS WORK

STORY BY **J.T. BUCHHEIT**ILLUSTRATIONS BY **YUKIHO NISHIBAYASHI**

Television has always had a large influence on shaping people's opinions of underrepresented people. As time has gone by, television has started to feature black characters and LGBT characters in different roles. Over the last couple of years, television has turned to a new minority: the autistic character.

As an autistic person myself, I am all for giving us more exposure. It heightens awareness and gives people more information about autism. People can watch actors portray us on television and learn about our unique talents and struggles.

Shows such as "Atypical," "The Good Doctor" and even "Sesame Street" feature autistic characters in large roles, and while I am happy about the increased prevalence of autistics in the media, there is still work to be done.

One stereotype that needs to be quelled is that we are all savants in a certain category.

"The Good Doctor" is about an autistic surgeon who has the ability to diagnose conditions at a glance from minimal visual cues. "The Accountant" gives an autistic character prodigious mathematical and marksmanship skills. I will not mention "Rain Man," because contrary to popular belief, the character he was based on was not autistic.

Only an estimated 10 percent of autistic people actually have savant-level abilities, according to the Autism Research Institute. The fact that so many autistics in the media are portrayed this way seems like a way for writers to give a character a type of "superpower" that can make audiences ooh and ah while at the same time provide an easy way to solve problems. Does something seemingly impossible need to be accomplished? Autistic character to the rescue! It's becoming a trope, and I'd like to see more realistic characterizations of autism.

This brings me to "Atypical." The autistic character, Sam, does not have any savant-level abilities; rather, he simply has a special interest in penguins and Antarctica. This is realistic and believable, as nearly all autistic people, including me, have topics that we obsessively research and learn everything about.

It also draws attention to Sam's sensory issues, especially his hypersensitivity to sound, which is a symptom that is glossed over all too often when showing an autistic character.

However, his symptoms do tend to be more severe and stereotypical than those of most autistic 18-year-olds. I can understand this, as some exaggeration is needed to get the point across about what many characters feel.

But then there's TV's No. 1 comedy. Nobody working on "The Big Bang Theory" has said that Sheldon Cooper is autistic, although his actor, Jim Parsons, has said Cooper has some tendencies of it. But anybody who knows something about high-functioning autism could spot the signs from a mile away.

Cooper has poor social skills, obsessive interests, adherence to habits and aversion to touch. But there is a recurring problem with shows that have autistics in large roles: The autistic person is often used as the main source of laughter. And while this can be used effectively, it is usually at the autistic's expense.

Cooper is the most relatable character in the show for me. I completely understand his social blunders and absolute honesty, and more often than not, I side with him in the show. But he is treated as a burden by other characters, and his social gaffes and strictness with his routine are often used as points of derision in the show. The audience is supposed to laugh at his autistic tendencies.

"Atypical" also uses Sam's autistic characteristics as a way to elicit laughs from the viewers. The goal now is to transition autistic characters from being featured in shows where their main purpose is to be the butt of jokes about their characteristics to understanding their value to the communities while not going overboard and stereotyping them all as savants. It's a fine line, but they were able to achieve it with LGBT characters, so there's no reason they can't also do it with autistics.

I am happy that we are being featured more in the media, and I think as we go on, people will start to realize that we are more than a bunch of symptoms and can function as more than comic foil. There is a long way to go, but I am hopeful for the road ahead. ◆

THE LATE DIAGNOSIS

Search for answers leads to treatment for ADHD

STORY BY ZACH RUSSO

ILLUSTRATION BY KAT OWENS

Tap, tap, tap, tap, tap.

My foot moves a mile a minute while I'm sitting in class.

I don't notice it, but that's because I'm not paying attention. I'm off in my own little world doing anything besides listening to the teacher.

The only way my foot stops is if I concentrate on my foot not moving, which also means I'm not concentrating on what I am supposed to be doing.

I've had a problem my whole life of not being able to pay attention. In elementary and middle school, no one noticed. Toward the end of high school, I started having more trouble, and my grades started to wobble between passing and failing.

When I started college, I tried to take short classes. Unfortunately, even 50-minute classes couldn't hold my attention for more than 30 minutes. At the end of my first semester, I only passed two of my four classes.

Tap, tap, tap, tap, tap.

My parents were upset, but a short time later, my mom asked me some questions: Do you often find yourself not paying attention? Do you fidget a lot?

After I answered them she said I had the symptoms of ADHD, Attention Deficit Hyperactivity Disorder. About 5.8 million U.S. children ages 5 to 17 have this diagnosis, according to a 2015 study by the George Washington University Milken Institute School of Public Health.

Some of the symptoms include trouble paying attention, trouble staying on task, being disorganized and making careless mistakes.

At first, I didn't believe this could be true because everyone I know who has ADHD or

ADD was diagnosed at a young age. I was 19 when this first came up.

Tap, tap, tap, tap, tap.

Another semester passed and more bad grades came along. I finally decided that I needed to consider my options.

The most promising was to get a prescription from my doctor to start taking medication such as Ritalin or Adderall. These medications are known as stimulants almost like meth.

always increase it if necessary."

I finally received the medication, which was an off-brand called Concerta. I started with 15 milligrams, but I quickly realized that wasn't strong enough; I could feel it wearing off halfway through the day.

I went back to the doctor, and she upped the dosage to 36 milligrams.

This seemed to work, but the real test came when the fall semester started at school, and I enrolled in college algebra.

I was able to pay attention during the whole class. I also was able to concentrate the whole day and into the evening. I was able to finish my homework.

The only drawback to the medicine was that it neutralized my appetite; I would go a whole day and not eat a single thing except maybe a granola bar.

As the semester started winding down, I was nervous because I didn't want to fail any more classes, and if I did, would that mean the medication failed?

Luckily, that was not the case; I passed all four of my classes — even college algebra with a 79 percent.

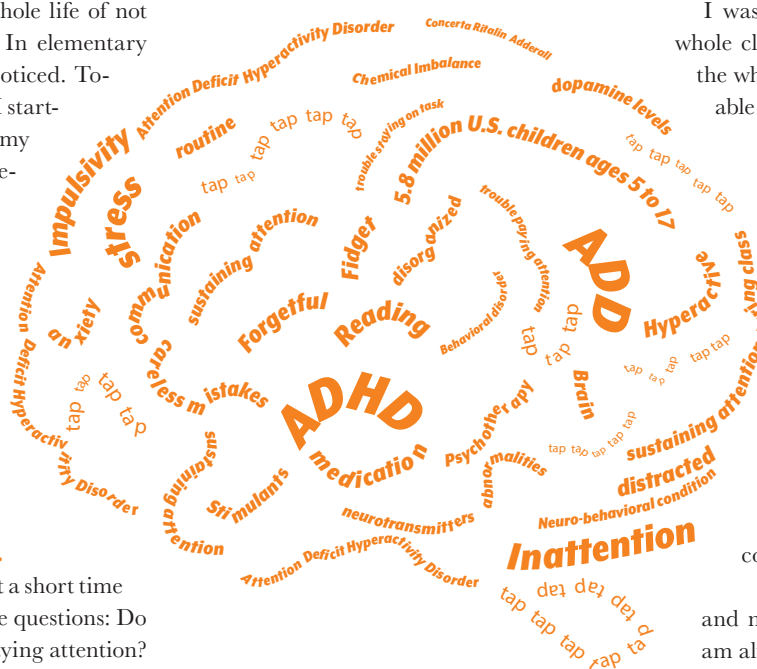
The rest of my time at Meramec and now at Lindenwood, I make sure I am always on my medication.

Even though I might not always be paying attention — and I got up about 20 times while writing this — I have no doubt that the medication helps. It increases my concentration, which has helped me not only in school, but I also have become a lot more organized.

Although these disorders might be more common than others, it doesn't mean that they should be ignored.

I don't know where I would be if I hadn't talked to my doctor and gotten on the right medication.

Finally, I don't need to tap. ♦



But for people with ADHD, it does the opposite. For people with ADHD and ADD, the medications increase dopamine levels in the brain, boosting concentration and reducing hyperactive behavior.

When I went the doctor, I explained what was going on.

"You've always been a rather fidgety little bugger," my doctor joked.

"So do you think I should be on medication?" I asked.

"We will start you out with a low dose and see how that goes," she said. "We can



FINDING ONE'S CENTER

Meditating just two minutes
a day can provide noticeable
positive effects

STORY BY **LINDSEY FIALA**

ILLUSTRATIONS BY **KAT OWENS**



Meditation can be done by sitting with crossed legs on a firm yet plush pillow in a dimly lit room.

The hums and hollow ringing of a singing bowl fill people's ears as their eyes gently shut. They breathe in deeply, taking a moment to notice how it feels to have their lungs completely filled with air.

They slowly exhale, count to five and then repeat.

They rest their hands comfortably in their laps and notice how it feels to be present in this very moment.

"[Meditation] brings me focus and gives me a relaxing place to focus on the obstacles in my life calmly and methodically," said Jessie Basler, member of the Meditation Association at Lindenwood.

Natalie Turner-Jones, an ordained Buddhist minister and avid meditator for nine years, believes that meditation can be a useful tool in taking care of oneself, especially for college students.

"Meditation helps [college students] to deal with stress," Turner-Jones said. "Between the ages of 18 and 25, the prefrontal cortex is finishing its development in the brain, and the studies and research that have been done over the last 30 years have shown us that medi-

BENEFITS OF MEDITATION

- ◆ Increased attention span
- ◆ Increased metabolism
- ◆ Improves your night's sleep
- ◆ Reduces stress
- ◆ Improves brain functionality
- ◆ Helps you to feel more connected with yourself and others

SOURCE: **ARTOFLIVING.ORG**

tation helps to build the prefrontal cortex," Turner-Jones said.

In a 2011 Harvard study, participants spent an average of 27 minutes a day meditating for eight weeks. Researchers found that it lowered their stress and anxiety, which are major mental health issues for college students.

"Although the practice of meditation is associated with a sense of peacefulness and physical relaxation, practitioners have long claimed that meditation also provides cognitive and psychological benefits that persist throughout the day," Sara Lazar wrote in a 2011 article. Lazar is a study senior author of the Massachusetts General Hospital Psychiatric Neuroimaging research program and instructor in psychology at Harvard Medical School.

Co-founder of Lindenwood's Meditation Association Evan Collins said it is important for people to learn tools to help avoid stress and anxiety. He believes that it is important for students to partake in 15 to 30 minutes of meditation every day.

"For the average college student, a lot of the time it's go go go," he said. "They never sit back and just exist."

Turner-Jones said meditation has likely been around since before written history and became popularized with the adoption and spread of Buddhism.

Buddhism is a discipline of practice and spiritual development, which helps to find insight of nature and reality, according to thebuddhistcentre.com. Buddhists meditate to continually develop their awareness, kindness and wisdom.

Monks focus on the cultivation of a calm and positive state of mind, and they approach this in their own personal ways.

Turner-Jones offers 30-minute-long meditation sessions for students on Tuesdays, Thursdays and Fridays at noon in the VIP Green Room in the J. Scheidegger Center, welcoming anyone to participate.

During these sessions, Turner-Jones guides students through zen meditation.

"[Zen meditation] is really simple," Turner-Jones said. "Essentially what you are doing is cultivating awareness of your breath."

Turner-Jones prefers to meditate in a quiet, low-lit room. She will

sit either on a pillow or on the edge of a sturdy chair, which helps straighten the spine.

"It sounds really simple, but the truth of it is that it is a little more complicated because then you start watching your breath, and then all kinds of things start to happen," Turner-Jones said.

The Meditation Association mainly practices meditation that focuses on emotional well-being, Collins said.

The club meets at 6 p.m. every Monday in Room 13 on the first floor of Spellmann Center, where they mostly practice stabilizing meditation, a form of meditation that focuses on a specific word, scene or mantra.

A mantra is a word or sound that is repeated by the meditator, either internally or out loud, that helps with concentration during meditation.

"It's different for everyone, what they think about," Basler said. "I think about nature a lot and pretend I'm walking through the woods."

Collins said that one of the biggest reasons people become discouraged from meditating is because they are overcomplicating it.

"People have this strange, idealized version of meditation," Collins said. "They look at these yogis and monks, and they think, 'Wow these monks look so serene and peaceful, sitting there not thinking about anything,' which isn't the case."

A problem people run into while meditating is thinking too much and being hard on themselves for getting caught up in their thoughts.

"You're always thinking, because that is the normal function of the brain," said Collins. "You just have to let those thoughts be and be able to think them through."

Collins said to help guide thoughts in meditation, it helps to focus on breathing in and out and how that feels throughout the body.

"Then you can focus on the other aspects of your body, like the blood flowing through your veins and the warmth of your body," Collins said.

When Turner-Jones gets caught up in her thoughts during meditation, she focuses on counting her breaths as a distraction.

"I will sometimes have that problem where I will sit, and I just can't not think," Turner-Jones said. "The only problem with thinking is if we get caught by it. [We should think] of us anchoring ourselves in the body, and putting the thoughts out here, like a little parade."

According to zenhabits.net, starting out with a simple two-minute meditation every day is the best way to form the habit. After that, try five minutes. If five minutes becomes a habit, try 10 minutes.

The longer meditating is a habit, the easier it will be to meditate longer.

"This happens because as the nervous system relaxes, it simultaneously begins to focus itself, and the more that happens, the more it's going to want that to happen," Turner-Jones said. "Because it begins to develop a positive association with it, it becomes easier to sit for longer."

Anyone can meditate, and both Collins and Turner-Jones agree that meditation is an important habit to incorporate in people's daily lives.

"Create that as a habit, you recognize the need to pause and re-center," Turner-Jones said. "The sooner we are able to cultivate that habit, the healthier we will be in the long run." ◆



MUSIC SOOTHES THE SOUL

Lindenwood football player Franklin Green jams to his trademark gray beats in Spellmann before football practice.

STORY BY **MEGAN COURTNEY**

PHOTO ILLUSTRATIONS BY **KAT OWENS**

The surge of smartphones and headphones means people today can use music anytime to cope with everyday stresses.

Music can be an effective tool for a person's therapeutic needs, said Cynthia Briggs, director of the music therapy program at Maryville University.

After World War I and II, musicians visited veterans in hospitals

all over the country to play for them while they were recovering both physically and emotionally, according to the American Music Therapy Association.

Briggs said people are "hard-wired" for elements of music because our brains are naturally in sync with rhythm.

According to the AMTA, music therapy is similar to physical therapy, but uses music to "address physical, psychological, cognitive

and/or social functioning for patients of all ages.”

Findings by the AMTA indicate that music is a form of “sensory stimulation” that encourages different reactions based on types of music.

Briggs said that using the preferred music of the patient becomes a stimulant to get the person to talk and personally open up. The music therapist uses the lyrics to prompt a dialogue about difficult topics.

Marilyn Patterson, a Lindenwood psychology professor, said that music can be used to help reach people who can’t express themselves verbally.

For Abbey Havens, an interactive media and web design major, music does just that.

Havens said that she was coping with depression when she discovered alternative rock band Pierce The Veil.

“Their lyrics spoke the words that I could never speak out loud,” she said.

It was very hard for Havens to show her emotions in high school. She said that she was in a very “suppressed environment,” so her emotions were numbed. Music helped her feel and process those emotions.

“Music helped me rediscover the emotions that I had lost,” Havens said. “All the pent-up pain came in the form of tears. I cried many times, but it was in a way that actually healed me. This was crying that I needed to do in order to move on and start getting better.”

Havens said that music has made it easier for her to let go of “all the stress of life” and enjoy herself.

A study by the Stanford University School of Medicine found that music can “engage the areas of the brain involved with paying attention, making predictions and updating the event in memory.”

Briggs said music is very valuable in terms of learning because the brain organizes, stores and easily retrieves songs, lyrics and tunes.

“Music is received and processed across all lobes of the brain,” she said.

The study also found that brain performance was at its highest when there was a silence period between musical numbers.

“Music is an attention feature,” Briggs said. “Sometimes it’s in the background, like at a restaurant, sometimes it’s in the foreground.”

She said attention is a skill that has to be cultivated. For example, for children who are on the autism spectrum or have an attention deficit disorder, music is a way to increase attention.

Briggs said that music can be viewed as a “masking device” when it’s used to study because it can block out what is going on around students.

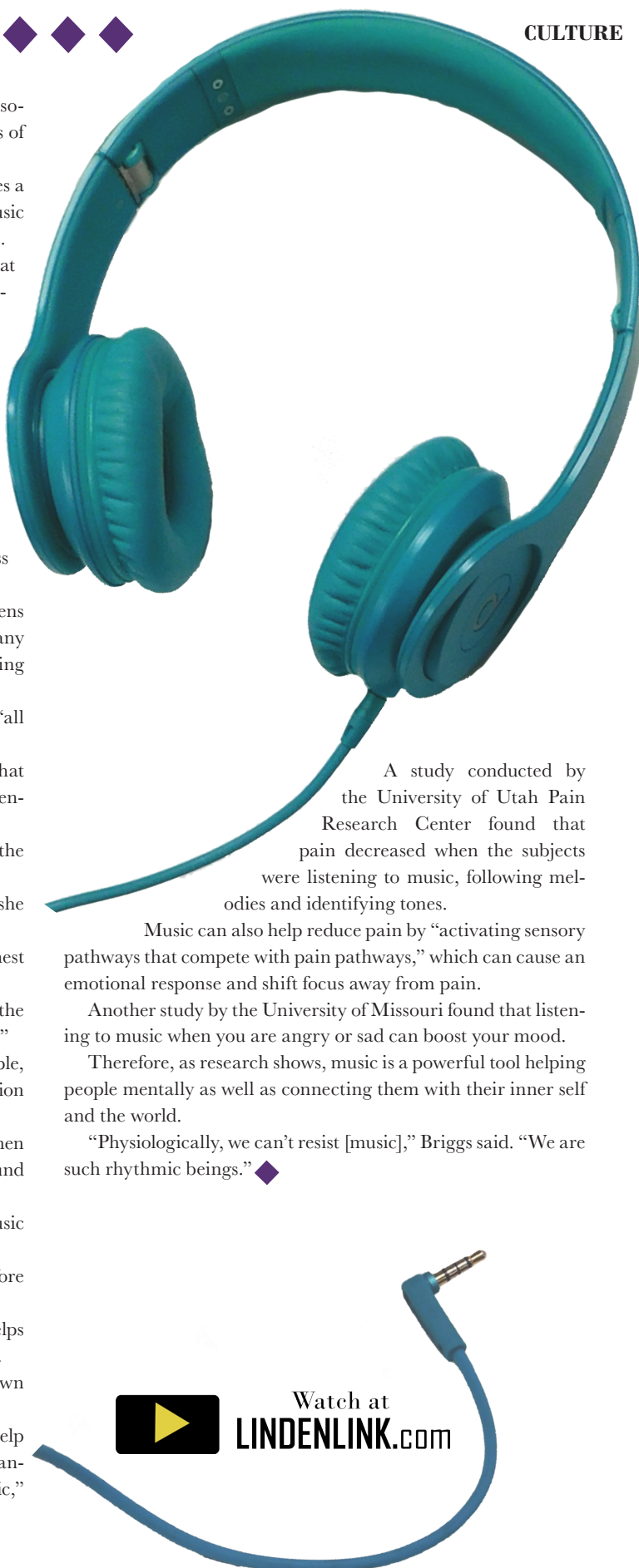
Havens said it’s easier for her to focus on homework when music she enjoys is playing in the background.

“If I need a quiet break, I focus on a couple lines of music before jumping back into my work,” Havens said.

Bringing headphones to campus is another way that music helps students like social work major Samantha Pearlman stay on track.

“Music allows me to focus and enjoy my day and calms me down before taking an exam,” Pearlman said.

Listening to music with a fast tempo before an exam can help boost alertness and concentration, according to research from Stanford University. Upbeat tempos can make a person feel “optimistic,” and a slower tempo can help someone relax and let go of stress.



A study conducted by the University of Utah Pain Research Center found that pain decreased when the subjects were listening to music, following melodies and identifying tones.

Music can also help reduce pain by “activating sensory pathways that compete with pain pathways,” which can cause an emotional response and shift focus away from pain.

Another study by the University of Missouri found that listening to music when you are angry or sad can boost your mood.

Therefore, as research shows, music is a powerful tool helping people mentally as well as connecting them with their inner self and the world.

“Physiologically, we can’t resist [music],” Briggs said. “We are such rhythmic beings.” ◆



Watch at
LINDENLINK.com



Landon Shuffett focuses as he lines up his next shot. The three-time national champion said that billiards players acknowledge that the sport is “90 percent mental and 10 percent physical.” Photo by **Walker Van Wey**

EXERCISING MINDS

Sports psychology, mental strength training enhance athletic performance

STORY BY **WALKER VAN WEY**

PHOTOGRAPHY BY **WALKER VAN WEY & MITCHELL KRAUS**

Reps in the gym strengthen muscles, running improves cardiovascular function and full-contact drills condition the body, but today’s athletes also need to exercise their minds, experts say.

“A lot of what’s going on in your mind affects your body,” said Jennifer Farrell, Lindenwood’s director of student-athlete mental health. “People are starting to see the connection. There has to be some sort of training with the mind to withstand all of the things that are being thrown at athletes.”

According to the American Psychological Association, sports psychology is the “scientific study of the psychological factors that are associated with participation and performance in sport, exercise and other types of physical activity.”

The emergence and use of sports psychologists has picked up steam in recent years, and Lindenwood hired Farrell this year to

help meet student athletes’ psychological needs. She said advances in sports psychology became more common in the past decade, after athletes realized that being physically gifted is only half the battle.

“Once you get to a certain level, a lot of people are pretty much equal; at that point what really sets people apart is the mental strength,” Farrell said.

Three-time billiards national champion Landon Shuffett said the mental game may be even more crucial in precision sports.

“The game of pool is 90 percent mental, and 10 percent is physical,” Shuffett said. “So that should give you an idea of the level of focus it takes to play the game and all the knowledge that must be learned along with it. The physical aspect, the fundamentals and technique, is a much smaller portion of the skill needed.”

The importance of sports psychology applies to more physical sports as well. Senior football player Bakari Triggs said that the phys-

ical nature of football is what makes it so hard on the mind.

“When you do get hit, sometimes you get hit hard, and it takes a lot of mental toughness and courage just to get back up and stay in it,” he said.

Being conscious of the necessary mental strength is a small hurdle. When most athletes realize they’re mentally checked out, conquering the problem may be difficult because it’s not easy to teach yourself how to strengthen and condition your brain.

“One example of our training is visualization,” Farrell said. “Where do you want things to go? It’s all about how you want to program your mind. If you can see things in your mind, there’s a better chance of it happening.”

Besides mental preparation like visualization, sports psychology has various effects on the performance of athletes, including concentration, handling of pressure and stress and recovery from setbacks, according to sportspsychologytoday.com.

In the heat of battle, it’s hard, sometimes impossible, to find time to step back and visualize the rest of the competition. Fortunately, there are also ways to fine-tune your mind on the fly.

“We focus a lot on breathing techniques,” Farrell said. “Another big thing is self-talk. What’re the things you’re saying to yourself in your head?”

Farrell’s services to this point have been on a voluntary basis, but Triggs said that during practices, the ability to maintain mental strength is the focal point of many drills.

“As a team I would say the coach does a great job putting us through rigorous training that will make you rely on mental toughness and also really make you rely on the guy next to you,” Triggs said. “It really shows us that you don’t want to let anybody down, especially the guy next to you.”

Michael Hails, Lindenwood hockey goaltender and sales representative for mental strength coaching company Inner Mind Sports, said that work is already in place to apply sports psychology to athletes before they’re being recruited for collegiate athletics.

“I know that in hockey in Canada, they’re trying to implement it at grade 9 and 10,” he said.

In a short amount of time, the level of talent of the college athlete walking into their freshman season may already supersede most of those leaving in today’s game.

“It will elevate the skill level of the game mentally and physically,” Hails said. “If everyone is learning how to become mentally stronger, they will have to practice more on their physical skill to separate themselves from the rest, potentially creating a whole new level and caliber of superstars.”

Introducing sports psychologists like Farrell to athletes at a younger age may also be a prevention factor. At Lindenwood, three students have committed suicide in the past decade, and all of them were male student

athletes, said Dean of Students Shane Williamson.

“We’re just noticing a trend, and so a lot of institutions have started to create a person designated for athletes to treat those students,” she said.

Across the country, suicide by collegiate athletes has begun to rise in recent years, according to insidehighered.com. Collegiate football players alone have a suicide rate of 2.25 players per 100,000.

“[It’s] the pressure,” Williamson said. “Being an athlete, you’re working out, your travel schedule, your game schedule, all your additional commitments are required as an athlete on top of being a student. And they still have families, so what if they have family issues at home, or what if they have to have a job? And so there is a lot of pressure on student athletes today.”

Even while scouting out players, Lindenwood coaches keep in mind there may be outside factors that are bigger than the game.

“It’s so challenging because we all break,” baseball coach Doug Bletcher said. “I know I break as a coach. It’s hard for us to know what all is on a kid’s plate.”

Although Lindenwood can’t force student athletes to seek counseling, the school is taking steps to let students know where to go.

“There are posters and cards in team locker rooms and distributed to athletes about mental health, available resources and how to get help or help a friend,” Farrell said. “Overall the department is very committed to supporting students surrounding mental health.”

Boosts in sports psychology and mental strength training from a younger age have already started to show results, Hails said.

“I think it’s the most untapped opportunity that athletes have the access to,” he said. “Science of the brain is getting better. We’re figuring out how to use it to better ourselves; therefore, it’s getting a lot easier to see results when you’re training.”



Lindenwood hockey goaltender Michael Hails said mental strength training is the most untapped opportunity athletes have access to. Photo by **Mitchell Kraus**



FROM STREETS TO SCRUMS

Athlete finds calling
through anti-gang
program



Watch at
LINDENLINK.com

STORY BY **KAYLA DRAKE**
PHOTOGRAPHY FROM **CRISTIAN RODRIGUEZ**

Cristian Rodriguez charges down the field, avoiding defenders, to score a try during the All-American Rugby match against Oxford University on Sept. 16 in Philadelphia, Pennsylvania.

Hawaiian Gardens, a 1-square-mile city in Los Angeles County, is known for gangs, drugs and violence, but it's home for Lindenwood rugby player Cristian Rodriguez.

While Rodriguez worked this past year to make the All-American collegiate 7s and 15s teams and the U20 American team, four of his high school classmates died as a result of his hometown's gang and drug culture.

"That's how it goes if you get caught up not doing anything, you join the gang," he said.

Rodriguez was able to choose a different

path when neighborhood counselor Ernie Vargas introduced Rodriguez to rugby in seventh grade.

Rodriguez, who has tan skin from his Hispanic descent and towers over none of his teammates, was a natural athlete growing up.

"I don't want it to seem like I stood out, but I enjoyed it more, so I stood out," Rodriguez said.

Vargas said it was more than athleticism that motivated Rodriguez; his mom was always there for him.

"Even though he's seen a lot of negative things ... he doesn't let that affect him,"

Vargas said. "Whereas I've worked with kids that have the same ability as him, but I can't get the negative side out of their head."

Rodriguez's rugby career took its first positive turn his sophomore year of high school when he made it onto a regional team, the SoCal Griffins.

"It was just based off of athleticism because I wasn't very good at rugby," he said.

His senior year he planned to go to community college, but that changed when his Griffins coach was short on players for a tournament and asked Rodriguez to play.

At the tournament, Rodriguez met a Lindenwood coach, who offered him a scholar-

ship after recognizing his potential. Lindenwood was his only scholarship offer.

Vargas said Lindenwood's atmosphere made Rodriguez blossom as an athlete.

"He is among the most outstanding players, and so that makes you step up," he said. "And he always steps up to the challenge."

Vargas recognized that sports could be an outlet for the energy the kids in the neighborhood usually reserved for street fighting.

"I thought, well, if you take the energy that the kids have ... and just reverse it to the athletic field ... [and] get them to buy into the concept that you can do it as a team rather than a gang," Vargas said. "Join a team, not a gang; it's better."

In 1986, Vargas started the Alternatives to Gang Membership Program with the aim of providing sports and academic programs.

Rodriguez embraced the concept, and after traveling 26 hours to St. Charles, he's found success as part of a rugby team.

In his freshman year of college, Rodriguez was invited to the Under 20 USA Rugby Camp. He was not selected for the team, but his sophomore year, he was invited again and made the team.

By the end of last year's season, he was selected to be on the Collegiate All-American 15s and 7s teams.

Only 35 players were chosen out of all collegiate teams in the U.S., and Rodriguez was the starting fullback for both All-Amer-

ican teams. Rodriguez played against top rugby players from Oxford University and Olympic gold medalists from Fiji.

Through rugby, Rodriguez has been able to travel to more than 25 states and England.

"If it weren't for rugby, I would never have been to the places I've been to today," he said.

After traveling to the Olympic Training Center three times, Rodriguez has set his goals on representing the United States in a rugby match.

He said the route he is on now, making the Collegiate All-Americans his sophomore year, is the same one as the current captain of the men's USA 7s team.

Lindenwood rugby coach Josh Macy said Rodriguez has a leadership role on the team and often seeks extra help from staff.

Rodriguez, known as "Roddy" to teammates, is a crucial part of the team, according to team captain Jack Huckstepp.

"Roddy can match anyone we play against for physicality, and other teams underestimate him at their own risk," he said.

But even with all the success, Rodriguez said he still wants to remain the same player he was as a fresh-faced, eager high schooler.

"I've seen people get these accomplishments that I've had, and their head will get really big about it," he said. "They'll end up turning into the guys that go to practice and not practice and just stand on the sidelines

and watch."

Rodriguez said he is successful today because of the chances and help he got growing up. Now he dreams of helping another athlete the same way Vargas did for him on the streets of Hawaiian Gardens.

"I want somebody else to feel what I'm feeling," he said. "I feel selfish because I'm having all this fun. ... I feel like there's a lot of people who are doing as much, or if not more than what I've ever done, and they don't get anything for it. If I'm not helping them, I'll help their kids one day."

Rodriguez said he realized he wanted to take over the hometown program after an internship with Vargas in 2016. Immediately after he got back to school, he changed his major to recreation administration from athletic training and has been interning every summer since.

Vargas sees Rodriguez as the man to replace him because he sees compassion, boldness and inner strength within him.

"When he's worked with the kids with me, they believe in him — what he says, how he coaches," Vargas said.

Rodriguez said he has dreams to expand the program to a team of neighborhood counselors and wants to make the ATGM its own department within the city.

He has found his calling in life, not only as an All-American athlete, but also as a coach and mentor to kids in need. ♦



The ATGM rugby team Rodriguez (in the back row, far right) coached this past summer, with Vargas (left in the white hat.)



ON A TRAIL TO SUCCESS

Professional mountain biker now studying at Lindenwood

STORY BY **NICK FEAKES**

PHOTOGRAPHY FROM **HANNAH FINCHAMP**

Lindenwood senior Hannah Finchamp switched her attention to mountain biking only three years ago, and she's already secured a place on Team USA.

"I started competing in triathlons when I was 9 years old," Finchamp said. "I saw a booth at one of my running races for triathlon and was like, 'Mom, I want to try that,' and that was it."

Finchamp proved adept at triathlons, and by age 17 had won the XTERRA World Championships twice. The race is a cross-country triathlon that includes mountain biking and trail running.

Finchamp's victories were even more impressive because she won the overall women's competition, not an age-group competition.

The health-food brand Clif signed Finchamp to compete as a sponsored athlete. The company sponsors athletes who compete in adventure sports, such as triathlon and mountain biking, as well as climbing, skiing, snowboarding and surfing.

"They approached me about switching over to cycling," Finchamp said.

"They felt like I could have a bright future as a mountain biker and encouraged me to take the plunge."

Being a sponsored athlete for Clif has its perks.

"They supply all the equipment, they cover expenses and they help us make it so the only job I have is to turn the pedals," she said.

A former professional triathlete and current professional mountain biker studying in St. Charles may seem like an unlikely path. But for Finchamp it was the logical choice because Lindenwood allowed her to follow her dreams on the bike and in the classroom.

"When I first came to Lindenwood, I was a triathlete, and I wanted to continue that passion in college," Finchamp said.

Lindenwood had a top-level cycling team, she said, and this also allowed her to compete on the cross-country and swimming teams simultaneously. Finally, Lindenwood has an accredited athletic training program that allowed Finchamp to double major in exercise science as well.

"Long story short, Lindenwood didn't limit me, and it let me pursue anything and everything I felt drawn to," she said.

Finchamp has tasted her fair share of success at Lindenwood. The Altadena, California, native has won three national titles in mountain biking and one in cyclocross — a race that consists of short laps around a course and requires the rider to dismount, navigate an obstruction and then get back on the bike.

Lindenwood cycling coach Julie Carter said that Finchamp is committed to improving and creating the best version of herself.

"Every day, Hannah makes choices that continue to move her closer and closer to being the best," Carter said. "I see it in the everyday things and in many aspects of her life. She is driven to be the best she can be, and it is evident in everything she does."

The variance in the climate between California and Missouri has posed some challenges for Finchamp's training.

It's impossible for Finchamp to train outside during the months where snow and ice are on the ground in Missouri, so Finchamp hooks up her bike to a trainer that allows her to pedal while remaining stationary.

"It's made me tougher," Finchamp said. "It definitely helped last year at collegiate nationals because it was 20 degrees and snowing, and that's not something I would've been prepared for coming from California."

Outdoor sports like mountain biking can be dangerous sometimes. Finchamp was recently injured in training before the Mountain Bike World Championships in Cairns, Australia.

"I crashed really hard," she said. "I remained clipped

into my pedals while belly-flopping straight into the jagged rocks and rolling down the hill. The X-rays were negative, but they found a large abnormal collection of blood in my abdominal muscles."

Despite being banged up and in serious pain from the crash, Finchamp was able to compete in her race a few days later.

"Something special happens when you put on the red, white and blue," she said.

Finchamp plans to put her athletic training career on hold after graduation. Professional cycling is where she will focus her energy.

"Ideally I'd like to get to the Olympics one day," she said. ♦



Hannah Finchamp races her bike through icy terrain during the 2016 USA Cycling Collegiate Mountain Bike National Championships in Snowshoe, West Virginia. Finchamp won the event which was held from Oct. 21 - 23, 2016.



DISCUSSION AND Q&A WITH

BRIAN KILMEADE



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THE VOICE OF LINDENWOOD HOCKEY AND THE MAN BEHIND IT

STORY BY **MADELINE RAINERI**

PHOTOGRAPHY BY **MADELINE RAINERI**



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LINDENLINK.COM

Announcer Bob Carroll has been energizing crowds at the Wentzville ice arena for decades with his signature catchphrase: “It’s go time, baby!”

He’s uttered those words before every Lindenwood University men’s ice hockey home game and, until this season, every women’s home game since the beginning of both programs.

Carroll, 71, is easy to spot at the rink even when he isn’t in the announcer’s booth. He’s usually dressed in a colored blazer with matching tie and handkerchief. Between periods, he often nurses a coffee from the rink’s snack bar and mingles with the fans.

Although Carroll has become an integral part of Lindenwood’s hockey teams, he never played the game himself, aside from the occasional street hockey match as a child. He never studied broadcast either.

He said he got his start while his son played youth hockey. Someone suggested he announce the goals, and Carroll took the challenge head on, saying “Sure, bring it out, I’ll make a fool of myself.”

Before Carroll knew it, he said var-



Prior to every game, Carroll announces lineups and pertinent game information like safety information. He also is known for his music selections during the games and having distinctive nicknames for players. However, what he is most known for is his signature catchphrase: “It’s go time, baby!”

ious hockey clubs across St. Louis were asking him to announce their games, and that was nearly 26 years ago.

Carroll's son went on to play roller hockey at Lindenwood, and Carroll brought his announcing prowess to the roller rink. At the end of his son's first season, the roller hockey team won the national championship, and the school offered Carroll a championship ring.

"It really set the hook," he said.

Lindenwood began its men's ice hockey program during the 2003-2004 season, and the women's program followed the year after. Carroll was a constant on the mic for both teams until this season, when his wife became ill, and he decided to announce only the men's games.

The team does what it can to keep Carroll in the announcer's booth, including putting him up in a hotel each home game weekend so he doesn't have to drive back and forth between the rink and his home in Jefferson County.

One of Carroll's most vivid memories is of women's player Mandy Dion, who stood 6-foot-2 on the ice and hailed from Medicine Hat, Alberta, Canada.

During the first season, Carroll said she played bashfully, as if she was ashamed of her height, so Carroll spoke with the coach, then the player, to get her approval to give her a nickname.

Carroll said the first night he called her up as the "Medicine Hat Mauler," she skated up to the blue line with a menacing grin, and he said the look in the other team's eyes was unforgettable.

"After the game she came up to me and said, 'Mr. Carroll, say that every time!'" Carroll said.

From there on out, he said he watched her entire attitude change on the ice as she became one of the most physical players on the team and had a record season of 42 goals.

Another fond memory of Carroll's was calling the game when the women's team won its first national championship at the Wentzville Ice Arena in 2006. Carroll said the Canadian players had placed a toonie, a \$2 coin, in the ice down at the lion's head at the beginning of the season.

"They said, 'We're not taking it out until we win the national championship,' and that night they got the blowtorch out and skated the coin around," he said.

Carroll's impact has even reached fans like Alexis Thurston, a student at Lindenwood who grew up in the Wentzville area and has watched Lindenwood's games since she was a kid. She said she loves



Carroll poses with his championship rings prior to the Lindenwood ACHA DI men's ice hockey game vs. Iowa State on Oct. 14. Carroll has been given multiple rings from both men's and women's ice hockey, as well as roller hockey.

the creativity Carroll brings to the game, especially when he calls the starting lineup.

"Whenever he calls the name of someone from Finland or Sweden, he says their name and then says 'my man from Fin-land,' or 'my man from Swe-den,' accentuating the last part of the word," Thurston said.

Carroll's creativity doesn't just end there. Once, Lindenwood was facing an Illinois team, and the school's student publication wrote an article calling Lindenwood "a bunch of clowns."

After Lindenwood won, Carroll recited a poem from the announcer's booth for the other team that had a memorable last line.

"And as you pass through cities and towns, remember that you got beat by a bunch of clowns," and the coach's face got beet-red with anger afterward," Carroll said.

Lindenwood communications major Patrick Kelly, who assists in broadcasting the hockey games for Lindenwood's radio and TV stations, said Carroll's example encourages him to be more than an announcer.

"He inspires me to be a better person," Kelly said. "He treats everybody great. I remember one of the first times I went to Lindenwood, he immediately came up, introduced himself and talked to me and made sure I felt comfortable."

Carroll's influence also affects the players. Sophomore forward Jordan Klimovsky said the music Carroll plays helps to rev the team up for the competition.

"We give him suggestions, and his comments get us going and in a good mood before the puck drops," he said.

Carroll shrugs off all the compliments about his impact on Lindenwood's hockey program, and said his "go time" won't be anytime soon.

He said he plans to keep announcing games "until they cart me out of here." ♦



THE WEIRDEST THING I HAVE FOUND IN MY FOOD...

BY LEGACY STAFF

ILLUSTRATIONS BY YUKIHO NISHIBAYASHI

“Found a live larva inside some cheap dollar chocolate.”

- **Karleigh Fancher, student, studio art**

“I once found a screw inside of my Qdoba.”

- **Cristian Rodriguez, student, recreation administration**

“The weirdest thing I have found in my food was a fly in my soup from Evans.”

- **Hannah Martin, student, undecided major**

“I found a bright blue plastic glove in my carton of mushrooms, I didn’t use the mushrooms.”

- **Sarah Wipfler, student, studio art**

“The weirdest thing I’ve found in my food would be other people’s hands trying to steal it when they think I’m not looking.”

- **Nick LeGrand, student, athletic training**

“I found a spider in my salad at Spellmann sophomore year. I threw it away and ordered a Papa John’s pizza.”

- **Abby Flynn, student, special education**



Celebrating her 20th year at Lindenwood, Dana Wehrli has counseled two decades of graduating classes to real-world careers, never losing her undying passion for helping students.

Q&A WITH Dana Wehrli

STORY BY KAYLA DRAKE

PHOTOGRAPHY BY MITCHELL KRAUS

Why do you like working with students?

"It's never the same day twice. They come in, and many times they're enthusiastic about the possibilities related to their major. It's exciting to see them evolve from freshman to senior, with maybe an internship or some experiences under their belt. Students have this contagious enthusiasm. I feel like it just keeps you young to be around the students."

Why do you think your office is important to students?

"This is what it's all about; this is the end game. Most students come to college to prepare for a career. The whole goal is to land that dream job, or if they're a non-traditional student, prepare for something better. So this really is the end game, the compilation of their hard work. We're here to help them take that next step to get prepared."

How have you seen your office grow throughout your 20 years here?

"It is crazy. So I started out in Butler Hall, and we had four binders where we would post internships and job leads. Students would have to physically come in to thumb through paper postings. The way we promoted students to employers was through this publication called the Lion Network Catalog. And so you'd have to get the deadline to get your résumé included, and we'd send it out to employers. The most recent addition is being in the Library and Academic Resources Center. It has been such a phenomenal step in the right direction for us. Employers see it, and they're impressed. I firmly believe that we have some of the best students to offer to employers, and I feel like this is the perfect venue to showcase them and their talent."

What has been the highlight of your career?

"I have to pick just one? I think probably just the transformation from binders to web-based platforms, being able to grow, tools and resources and a team. We can provide services to students who are taking classes in the traditional brick-and-mortar format. We also

have online students, so we use Canvas, and we have webcams that we can seamlessly work with those folks too. So just kind of seeing the way career services has evolved and continues to evolve throughout the years."

How did you start in the career development field?

"I graduated college with a degree in social work. I've always been excited and interested in helping people in pragmatic ways. A friend has told me about an opportunity at Lindenwood that would be a good fit for me. I was thrilled. I was a resident assistant in college, and I loved my college experience, and I thought, 'Wow you can get paid for going back to college and helping students? That seems like I should be paying for that.' So literally someone told me about the opportunity, I applied for it, got the job and have been here ever since."

What is your most memorable moment here at Lindenwood?

"Commencement ceremonies every year; it's hard to pick one. But they're always special. They're always memorable, seeing students in their caps and gowns. I checked you in as a freshman, and now here you are!"

How do you think Lindenwood has affected you?

"You know, you spend thousands and thousands of hours of your life working, and you have to enjoy what you do, and I'm very blessed and fortunate to have a job that I'm passionate about, that I wake up every day excited to go to. Besides the pragmatic part of keeping a roof over my head, I really do enjoy it. And I really do love hearing from students who have landed that dream job, or maybe they've gotten a promotion, and I am still in touch with them years later. Lindenwood is a special place. I would not have been here for 20 years if I didn't believe in the work that we do and care about the staff and students here — you're going to get me tearing up [laughter] getting nostalgic. Twenty years - it's a long time, and I've seen a lot of positive changes. I love Lindenwood." ◆



YOU KNOW YOU'RE THIS **MAJOR** WHEN...

ILLUSTRATIONS BY

KAT OWENS
KAYLA DRAKE
MICHELLE SPROAT

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LIVE IN SPELLMANN

COMMUNICATIONS

YOUR FRIENDS ASK YOU

FOR A SELF PORTRAIT

ART

YOU GET THE AUX
AND ONLY PLAY HAMILTON

THEATER

EQUATIONS HAVE MORE
LETTERS THAN NUMBERS

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